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ABSTRACT

Information is provided on the Developmental Education Program offered at Cincinnati Technical College for students who have been accepted conditionally into one of the health, business, or engineering career programs at the college. Sections I and II outline the rationale for and goals of the developmental education program. Section III describes the objectives of the components of the program; i.e., basic skills assessment and advisement; reading courses; communication skills assessment in English grammar, basic writing, and spelling; mathematics courses; and interpersonal skills courses. After section IV outlines the program components, section V discusses the scope of service of the program, focusing on the role of various personnel and the eligibility of students who complete the developmental education program for regular programming. Finally, section VI presents program evaluation data, highlighting a 90% success rate. Attachments include brief descriptions of program courses; a statement of the grading policy for developmental education; detailed course outlines and grading policies; conditional acceptance notifications for the Health Technologies, Business Technologies, and Engineering/Physical Science Technologies Divisions; outlines of the pre-technical curricula for these divisions; and job descriptions for the director of developmental education and developmental education specialists. (LAL)

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CINCINNATI TECHNICAL COLLEGE
DEVELOPMENTAL EDUCATION PROGRAM

James Marcotte, Director
Developmental Education

Presented at the 8th Annual Conference of the
National Association for Remedial/Developmental
Studies in Postsecondary Education
Philadelphia, Pennsylvania
March 8-10, 1984

JC 840 593

Cincinnati Technical College
Developmental Education Program

I. Philosophy - Rationale

Individuals who have the potential to function as technicians should not be denied a technical education because of educational disadvantages. Those individuals when given the opportunity to overcome their deficiency will be able to develop their personal, and academic abilities to enable them to perform satisfactorily in a technical program and ultimately a career.

II. Program Goals

The program goals are to provide the student the opportunity to improve his/her basic skills competencies in reading, math, science, communication: and, additionally, to assist him/her in personal development and the development of skills which will enable him/her to make more efficient use of time and energy. The acquisition of these skills equips the student to be successful in his/her school program.

III. Component Objectives

Basic Skills Assessment and Advisement: Basic skills assessment and placement testing is offered on a weekly scheduled basis. An individuals basic skill level is determined in Reading comprehension, English (Grammar, Writing, and Spelling) and Math (Computional, Algebraic and Applied). Advisement is provided to assist students in the appropriate selection of sequencing and registering of courses.

Reading: This component allows for the student to be placed in the appropriate course(s). Four reading courses designed to allow the student

to enter at his reading level (7-12) and provide him instruction to acquire reading comprehension and speed necessary to show competency at a 12th/13th grade reading level based on standardized testing.

Communication Skills - English Grammar, Basic Writing, Spelling, (entrance to the appropriate course based on a standardized text.): The grammar course prepares the student with the words and language of the grammatical system of standardized English. Spelling and writing provides practice in the construction of clear, error-free sentences and paragraph organization. This sequence prepares students for easy transition into College English Composition I.

Mathematics: Competency based computational, algebraic, and applied math courses to provide students the skills to enter and successfully complete the college math program.

Interpersonal skills - College study skills: Special attention is given to the development of positive attitudes toward good study habits and self-improvement.

IV. Developmental Education Program

C.T.C. has operated a formal Developmental Education Program since 1976. The program which is now in operation all five terms includes the following components:

1. Developmental Education Placement Testing in Reading, Mathematics, and Writing.

2. Formal courses in the following areas (most courses are individualized, competency based and self-paced).

   a) Reading
   b) Mathematics (arithmetic through pre-technical math)
   c) Basic Science(chemistry: Biology, Basic Medical Terminology)
   d) Spelling
   e) Basic Writing Skills and Grammar

f) Study Skills
g) Career and Interpersonal Development

3. Peer tutoring in basic subjects.

4. Learning laboratory materials in a variety of subjects.

V. Scope of Service

Students in this program have been conditionally accepted into one of the health, business or engineering career programs at CTC. These students are accepted into the program under the conditions stated in the attached agreements (attachment A1-HT, A2-BU, A3-ENG). The Developmental Education Placement Test results (attachment B) are analyzed and the D.E. Advisor recommends entry level courses for each student. The D.E. Advisor assists students in registering for courses during the first term and each thereafter based on their progress. The advisor is also responsible for coordinating communication with the developmental education faculty and the technical program coordinators. The students will progress at their own rate through courses in the Pre-Technical Programs (attachment C1-HT, C2-BU, C3-ENG). Students who do not achieve at least a 7th grade reading level on the Standford Diagnostic Reading Test are not eligible to enter the pre-tech program. Students in this category are referred to an Adult Basic Education or similar program. A Developmental Education Counselor assists students with their personal needs and assists in organizing access route to community service to help alleviate personal and family problems. A counselor also team teaches along with the Developmental Education faculty in Interpersonal Communication and Interpersonal Development.

Students who complete the Pre-Technical Program successfully in four consecutive terms or less are eligible to begin courses in the regular technical program. We advise them to take a lighter load (12-15 credit hours) during their first year in a regular program. Such an arrangement might

be accomplished by the student taking primarily basic and general courses for the first year and technical courses thereafter. The resulting program will typically require 2-4 years to complete the normal one year certificate or two year associate degree program, however, it is more likely to result in successful completion of the program.

In addition we serve many non matriculated students. Most are sent by other institutions i.e., nursing schools, employee training programs to help upgrade the individual's basic skills before entering their training program.

VI. Program Evaluation

Studies of past students show that of those students who enroll in a Developmental Education course and see it through to completion, 90% will be successful in passing. Of that 90% who go on to take the next regular college credit courses 90% again will be successful.

There is not a current longitudinal study training students from their first D.E. courses to graduation. We are in the process of developing such a study which should be completed by June 1985.

A group for which a study has been completed is a special funded CETA/JTPA parallel pre-tech program. The students in the program were no different than the average D.E. student at C.T.C. These students who have entered their technology have a combined average grade point of 2.46 on a 4 point scale with an average of 45 quarter hours completed. There are currently nine students graduated with approximately twenty more graduating by September 1985. The graduation success rate is approximately 25%. The overall graduation rate for traditional full-time matriculants is approximately the same with or without Developmental Education.

I am willing to supply further information and answer questions concerning the Developmental Education program at Cincinnati Technical College.

CINCINNATI TECHNICAL COLLEGE

		Credit Hours
0001	**English Grammar** This course deals with the words and language of the grammatical system of standard English. Correct usage is stressed. Prerequisite: None	4
0002	**College Spelling** An individualized spelling improvement program. Uses multisensory approach to develop desirable spelling attitudes and habits. Also stresses word analysis and proofreading. Prerequisite: None.	4
0003	**Basic Writing 1** After an analysis of strengths and weaknesses in writing, student is given instruction and practice in the construction of clear errorfree sentences and messages. Prerequisites: 0001 or equivalent.	4
0004	**Basic Writing 2** Emphasized paragraph organization and transitional devices in longer composition; punctuation. Prerequisite: 0003 or equivalent.	
0010	**College Reading 1** Instruction and practice to develop flexibility in reading, improve vocabulary, sharpen comprehension. Diagnostic and prescriptive testing; individualized, multi-media. Prerequisite: Entry: 7.0 - 7.9 Grade Level-Comprehension.	4
0011	**College Reading 2** Continuation of 0010. Recommended for students needing further improvement in Reading skills. Prerequisite: Entry: 8.0 - 8.9 Grade Level-Comprehension.	4
0012	**Technical Reading 1** Develops skills and vocabulary needed to succeed in a particular technology through an individualized curriculum drawn from the reading required. Emphasizes purposeful reading. Prerequisite: Entry 9.0 - 9.9 Grade Level-Comprehension.	4
0013	**Technical Reading 2** Continuation of 0012. Recommended for students needing further instruction and practice. Emphasizes finding information and following written directions. Prerequisite: Entry 10.0 - 10.9 Grade Level-Comprehension.	4
0014	**College Study Skills** A comprehensive course for the student who would like to get the most out of his or her courses. Attention is given to the development of positive attitudes toward good study habits and self-improvement of basis study skills (such as notetaking, memory, preparing for examinations). Individualized. Prerequisite: None.	4

		Credit Hours
0017	Speed Reading This course is designed to help readers increase their reading efficiency. This course will increase recall, and eliminate inefficient reading habits while improving speed, comprehension, and memory. Speed reading offers specific techniques to help readers process written materials quickly while extracting essential information. This course uses several approaches, processing skill development, to improve speed and comprehension.	4
0020	Basic Math 1 Individualized instruction and practice in the fundamental skills of mathematics. Assignments for each student as determined by diagnostic test. Topics available: whole numbers and related operations; primes, composites, factoring; common fractions; decimals; percent. Prerequisite: None.	4
0021	Basic Math 2 Continuation of 0020. Recommended for students needing further instruction and practice in computation and application. Prerequisite: 0020 or equivalent.	4
0023	Basic Geometry Individualized instruction in basic concepts of Geometry. Focuses on the study of the measurement and relationships of lines, angles, plane (flat) figures, and solid figures. Included is the study of angles, triangles, perpendicular lines, tangents, and the study of distance, area, and volume.	
0024	Basic Algebra Fundamental operations and properties of signed numbers. Operations with algebraic expressions. Real numbers--rational and irrational numbers. Practical expressions, solving equations--first degree and quadratic graphing. Employs a coordinated audiotape and workbook approach. Prerequisite: None.	4
0025	Basic Algebra II Quick review of Basic Algebra I and develops further algebraic skills including solving systems of equations, practical expressions, quadratics, exponential functions, and logarithms. Prerequisite: Basic Algebra 1.	4
0030	Basic Concepts of Biology A survey of the study of life processes. Included: terminology; basic principles of biology; laboratory experiences.	4
0040	Interpersonal Development Focuses on the development of the total person; develops an awareness of the personal skills needed to succeed in college and of those habits which inhibit success; each student plans and implements a workable schedule for self. Prerequisite: None.	

GRADING POLICY FOR DEVELOPMENTAL EDUCATION

Developmental Education at Cincinnati Technical College is a program designed to help students to develop the academic skills necessary for success in college work.

Minimum competency levels have been established for each course. Instructors will give the students the specific requirements for each of the letter grades below at the beginning of each term. It is understood that the specific requirements for each course will not be the same; however, the general definition of each of the letter grades will be uniform.

There are 5 letter grades: A, B, IP, F, and I. Only the A and B grades are passing. IP means "in progress," and requires that the student finish the course requirements the following quarter in order to receive credit for the course.

The I grade means "incomplete," and is given only when circumstances beyond the control of the student prevent completion of requirements during the quarter. The student must complete the course requirements by the end of the 5th week of the next quarter in order to change the I to a passing grade. Otherwise, a final grade of F is automatically recorded.

COURSE OUTLINE - ENGLISH GRAMMAR 0001

Required Text: Words: Form and Function by Pauline Smolin and Philip T. Clayton

Week 1: Introduction to course and pretesting. Pages 1-20 of text.

Week 2: Pages 21-37 of text. The present tense of verbs. Conjugation in the present tense. Principal parts: be to cost. Quiz 1.

Week 3. Pages 37-59 of text. Present, past, and future verb tenses. Conjugation in the past and future tenses. Principal parts: cut to freeze. Quiz 2.

Week 4: Pages 59-74 of text. Progressive and perfect verb tenses. Principal parts: get to let. Quiz 3.

Week 5: Pages 74-103 of text. Review. Practice mid-term. Mid-term examination.

Week 6: Pages 103-124 of text. Standard usage of problem verbs. Nouns (including possessive forms). Principal parts: lie or shrink. Quiz 4.

Week 7: Pages 125-150 of text. Pronouns (agreement and case). Subject/verb agreement. Principal parts: shut to steal. Quiz 5.

Week 8: Pages 151-178 of text. Adjectives, adverbs and prepositions. Clarification of adjective/adverb confusion. Principal parts: stick to write. Quiz 6.

Week 9: Pages 179-191 of text. Conjuctions and interjections. Review. Final Exam.

Week 10: Pages 193-207 of text. Verbals (infinitives, participles and gerunds). Handout on "Verbals" and "Modifiers."

GRADING SCALE

Quizzes (20 points each)	= 120 points
Mid-term exam	= 35 points
Final exam	= 45 points
Total	200 points

180-200 points = Grade of A

160-179 points = Grade of B

100-159 points = Grade of IP

Below 100 points = Grade of F

DEVELOPMENTAL EDUCATION

GRADING POLICIES

0001 English Grammar

Total Points Possible 200

Grade

A	200 - 180
B	179 - 160

See "Grading Policies for Developmental Education" for "I", "IP", and "F"

Quizzes (6)	20 points each	120
Mid Term		35
Final (2 parts, 40 and 20 points each)		45
		200

IP REQUIREMENTS

ENGLISH GRAMMAR:

Of course you have the option of participating in all classes, and of taking all quizzes and tests. Otherwise, you must do the following:

1) retake any quiz on which you received a score below 17.

2) retake the midterm and final exams.

Dates on which quizzes and tests may be taken will be posted in the vicinity of Debbie Greenlee's desk on the Mezzanine. Should you elect to participate in classwork also, plan on taking quizzes and tests with the class you attend. Regardless of the option you select, you will receive a passing grade if your final point total is equal to or greater than 160.

0002 College Spelling-Course Outline

Required Books: Mastering Word Skills: Spelling, Kingsley and Heffner
American Heritage Dictionary

Week 1

Course introduction
Chapter 1-IE EI Combinations
Whole Word Study Method-6 Minutes a Day
Posttest Monday of Week 2

Week 2

Chapter 2-More IE EI Combinations
How to Proofread and Use Correction Symbols
Posttest Monday of Week 3

Week 3

Chapter 3-Final E's and Homophones
Using the Dictionary/Syllabication
Posttest Monday of Week 4

Week 4

Chapter 4-Final Y's and Final CE's and GE's
Identifying Prefixes, Root Words and Suffixes
Posttest Monday of Week 5

Week 5

Midterm Review
Midterm Exam Monday of Week 6

Week 6

Chapter 5-Doubled Final Consonants and Homophones
Twelve Troublesome Homophones
Posttest Monday of Week 7

Week 7

Chapter 6-More Doubled Final Consonants and Final L's
Syllabication and Accent
Posttest Monday of Week 8

Week 8

Chapter 7-More Final E's and Final Y's
Test Monday of Week 9

Week 9

Chapter 8-Possessives and Contractions
Posttest Monday of Week 10

Week 10

Final Review
Final Exam Wednesday of Week 10

REQUIREMENTS FOR 0002 COLLEGE SPELLING

Grading Point System

Tests & Exams	Maximum Points	Maximum Total
8 Posttests	10 each	80
Midterm	20	20
Final	25	25
	Maximum Possible Points	125
	- Minimum Points for Grade of B or Above	100
	- Minimum Points for IP Grade	63

Activities

Textbook Chapter Activities Dictations Proofreadings Others	10 pts/week	100 pts.
	-Minimum points for grade of B or above	80
	-Minimum points for IP Grade	50

Other Requirements

1. A minimum of 80% attendance is required for passing.
2. Each student may make up no more than 3 tests and exams.
3. All make up tests and exams must be taken within 2 weeks of the original.
4. All make up tests and exams will be given one day a week, at a time agreed upon by the class at the beginning of the term. Otherwise by appointment.

Basic Writing 0003 - Course Outline

Text: Write Away! by G.A. Davis

Week 1: Course introduction and pre-testing. Pp. 1-13 of text. Writing Sample due (5 points).

Week 2: Introduction to paragraphs, pp. 153-158 (Section Six) of text. Description paragraph due (5 points). Section One "They're Just Words," pp. 14-25 of text.

Week 3: Paragraph function and structure (development), pp. 159-165 (Practice 111) of text. Definition paragraph due (5 points). Beginning of Section Two "Phrases," pp. 26-39 of text (ending with the sub-heading "Infinitives").

Week 4: Completion of Section Two "Phrases," pp. 39-48 of text. Completion of Section Six "Paragraphs," pp. 165-173 of text. Cause-effect paragraph due (5 points).

Week 5: Section Three "Clauses," pp. 49-58 of text. Comparison/ Contrast paragraph due (5 points). Midterm exam (60 items, 30 points) covering:

A. Confused and Misused Words (homonyms)
B. Identification of Phrases (prepositional, participial, infinitive, and gerund)
C. Distinguishing phrases, subordinate clauses, and main clauses
D. Sentence Combining - Subordination

Week 6: Introduction of Journals, p. 174 of text. Introduction of Essays, p. 184 of text. First journal due (5 points). First essay due (5 points). Section Four "Sentences," pp. 59-73 of text (covering Sentence Patterns).

Week 7: Content, purpose, and structure of Journals and Essays, pp. 175-186 of text. Section Four "Sentences," pp. 74-92 of text (covering Sentence Types). Second journal due (5 points). Second essay due (5 points).

Week 8: Sentence Combining (Section Four "Sentences"), pp. 93-103 of text, and Sentence Fragments and Run-Ons, pp. 104-114 of text. Third journal due (5 points). Third essay due (5 points).

Basic Writing 0003 - Course Outline

Week 9: Section Five "Modifiers," pp. 115-152 of text. Essay practice exercises, pp. 187-209 of text. Fourth journal due (5 points). Fourth essay due (5 points). Final examination (90 items, 45 points) covering:

A. Sentence Patterns
B. Sentence Types
C. Punctuation in complex and compound sentences
D. Sentence Combining (Subordination and Coordination)
E. Distinguishing correct sentences, fragments, and run-on sentences

Week 10: Fifth journal due (5 points). Fifth essay due (5 points). Individual conferences.

DEVELOPMENTAL EDUCATION

GRADING POLICIES

0003 Basic Writing

Total Points Possible 150

Grade

A	135 - 150
B	120 - 134

Writing Sample	5	5
Essays (5)	5 pts. each	25
Journal (5)	5 pts. each	25
Paragraphs (4)	5 pts. each	20
Mid Term		30
Final		45
		150

IP REQUIREMENTS

BASIC WRITING:

You have the option of participating in all classes, and of writing all essays and taking tests. Otherwise, you must complete these requirements:

1) retake midterm and final exams.

2) rewrite any essay that did not receive a score of 4 or 5 points.

In order to receive a passing grade, your total points must be equal to or greater than 135.

College Reading I and II (0010 and 0011) Course Outline

Required Books: Reading for Results, Flemming (textbook)
The American Heritage Dictionary (paperback)
Supplementary Book (to be announced)

Week 1

Course Introduction
Pretesting : D.R.P. and Informal Reading Inventory

Week 2

Reading Efficiency - Clustering and Perception Span Exercises and begin Timed Readings
Introduction to the Lab
Begin Chapter 2, Defining the Terms General and Specific (selected exercises).

Week 3

Complete Chapter 2
Chapter 3, Finding Topic and Main Idea (selected exercises)
Perception Span and Timed Reading

Week 4

Introduce Supplementary Book
Chapter 1, Building Your Vocabulary

Week 5

Review and Reinforcement
Test Taking Skills
Midterm - Davis Reading Test
Timed Reading

Week 6

Supplementary Book Discussion
Chapter 6, Identifying Types of Paragraphs

Week 7

Supplementary Book Discussion
Chapter 7, Reading an Essay (selected exercises)
Begin Chapter 8, Reading a Textbook

Week 8

Supplementary Book Test
Complete Chapter 8
Begin Chapter 9, Critical Reading

Week 9

Complete Chapter 9
Final Exam - D.R.P.
D.A.T. Verbal Reasoning Test

Week 10

Conferences

TECHNICAL READING I & II (0012 & 0013) COURSE OUTLINE

REQUIRED BOOKS: Breaking Through, Brenda Smith (textbook)
The American Heritage Dictionary (paperback)
Supplementary Book (to be assigned)

Week 1 -

Course Introduction
Pretesting - D.R.P. and Informal Reading Inventory
Textbook Chapters 1 and 2, Expectations, and Motivation and Anticipation

Week 2 -

Introduction to the Lab
Textbook Chapter 7, Efficient Reading
Perception Span Exercises

Week 3 -

Textbook Chapter 5, Main Points and Details
Timed Readings
Introduce Supplementary Book

Week 4 -

Textbook Chapter 3, Vocabulary
Discussion of Supplementary Book
Timed Readings

Week 5 -

Supplementary Book Discussion
Review and Reinforcement
Test Taking Skills
Midterm - Davis Reading Test (Friday)

Week 6 -

Combine Textbook Chapter 4, Textbook Organization
-and Chapter 6, Outlining and Notetaking
Supplementary Book Discussion

Week 7 -

Supplementary Book Test
Begin Textbook Chapter 8, Analytical Reasoning

Week 8 -

Complete Textbook Chapter 8
Begin Textbook Chapter 9, Inferences

Week 9 -

Complete Textbook Chapter 9
Final Exam - D.R.P.
D.A.T. Verbal Reasoning Test

Week 10 -

Conferences

IP READING COURSE REQUIREMENTS

Grading System

The minimum requirements for IP Reading will be based on the following point system.

Class Activities (3 days/week)		Totals
- 8 Vocabulary Assignments	(1 per week) 3 pts. each	= 25 pts.
- 8 Comprehension	(1 per week) 6 pts. each	= 50 pts.
- 1 Novel and Test		= 25 pts.
		100 pts.

Independent Lab Activities (2 days/week on library mezzanine)	
- Reading: the Art of Getting the Message - 5 lessons at 5 pts. each	= 25 pts.
- Controlled Reading - 5 lessons at 5 pts. each	= 25 pts.
- Reading for Understanding - 5 cards at 5 pts. each	= 25 pts.
- Analogies - 8 packets at 3 pts. each	= 25 pts.
	100 pts.

Maximum Course Total 200 pts.
Minimum Total for Passing 160 pts.

Course Policies

1. All students must earn a minimum of 160 pts. to pass the course. Students who score below 160 pts may not take the Degrees of Reading Power Test, the final exam.

2. Weekly assignments will generally be due on Monday. Points for weekly assignments will be totaled on Monday.

3. A minimum of 80% attendance is required for passing.

4. All work must meet the following requirements before earning any points:
   a. It must be complete.
   b. All exercises from Controlled Reading, Analogies, R.F.U., and Reading: the Art of Getting the Message must be corrected and kept in your folder in the library.
   c. All late assignments will lose 20% of their point value before grading.
   d. Assignments and book tests will not be accepted more than 5 days late.
   e. Book tests must receive passing grades (60% or better).

PLACMENT AND GRADING POLICY

for

READING COURSES

If a student is not appropriately placed in a course or section, developmental education instructors have extra time to do so.

Add/Drops must be turned in to DE office by see posted date.

Reading instructors please note:

Entering Grade Level Comprehension	
7.0 - 7.9	0010
8.0 - 8.9	0011
9.0 - 9.9	0012
10.0 - 10.9	0013

It is especially important that a student be correctly placed because of our very firm grading policy as noted:

Exit Garde Level Comprehension	A	B
0010	9.5	9.0
0011	10.5	10.0
0012	11.5	11.0
0013	12.5	12.0

For "I" and "IP" grades see "Grading Policy for Developmental Education"

College Reading I & II
Technical Reading I & II

INDEPENDENT READING REQUIREMENTS

--Come in to the library on your assigned two days a week and complete the following by the end of the quarter.

1. Specific Skills Booklets:	Getting the Main Idea	-10 units
	Drawing Conclusions	-10 units
	Using the Context	-10 units
	Detecting the Sequence	-10 units
2. Analogies: Recognizing Word Relationships		-20 units(3 units/week)
-0010 and 0011 use Intermediate level		
-0012 and 0013 use Advanced level		
3. Reading Drills for Speed and Comprehension		-6 lessons
4. Controlled Reading		-6 lessons

--To Receive Credit for the work, you are required to properly correct and record it weekly, and to keep it in your folder at all times.

--You may complete these requirements in any order you choose. All work must be completed, corrected and in your folder in the library by Thursday of the 9th week.

0020 Basic Math

Text: Basic Arithmetic

The textbook selected for this course is designed with a format that is a self-paced worktext. It allows you to work and proceed at your own rate. The text is supplemented with audio cassettes to use if you choose.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any questions no matter how small you feel it is.

Required Units:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.

The units circled above are your course. These units were determined by the problems you missed on the Developmental Education Placement test. The course is completed when you score an 80 percent or better on each of your required unit tests.

GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.
2. Review exercises (with work shown) must be completed and turned in before taking each unit test.
3. Students are not permitted to use calculators on tests.
4. All tests must be taken at the designated table.
5. Test must be taken during your class time. No tests will be handed out during the last 20 minutes of class.
6. Students must receive an 80 percent or better on each unit test before moving on to the next unit.
7. Supplementary problems will be assigned if you score below 80 percent on a unit test.
8. If you score below an 80 percent on a unit test, you will need to to retake that test using another form.
9. The final grade is determined by the following:

   "A" - Average of 90% - 100% on the unit tests
   "B" - Average of 80% - 89% on the unit tests
   "IP" - Completed at least ½ of your required units with an 80% or better on each unit and maintained an 80% attendance record (no more than 9 unexcused

"F" - Did not complete ½ of your required units or did not maintain an 80% attendance record.

10. Post tests will be given after you complete the course. The results will be sent to your coordinator and will not affect your grade in this course.

DE--5/83

0024 Basic Algebra I

Text: Introductory Algebra

The work text selected for this course uses a format that is self-paced. It allows you to work and proceed at your own rate. The text is supplemented with audio and video cassettes.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any question no matter how small you feel it is.

Material to be covered on each test:

Test	Material Covered
1	Unit 1
2	Unit 2
3	Unit 3 and sections 11.1 and 11.2
4	Unit 4 and section 8.8
5	Unit 5 and section 10.2 (Skip 5.1 and the optional factoring on p. 216 and 5.6)
6	Sections 6.1, 6.2, 6.3, and section 10.9
7	Unit 7 (skip 7.4)

GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.

2. "Test or Review" exercises (with work shown) must be completed and turned in before taking each unit test. These exercises are found at the end of every unit.

3. Students are not permitted to use calculators on tests.

4. All tests must be taken at the designated table.

5. Test must be taken during your class time. No tests will be handed out after the first 10 minutes of class.

6. Students must receive an 80 percent or better on each test before moving on to the next unit.

7. Extension Exercises will be assigned if you score below 80 percent on a test.

8. If you score below an 80 percent on a test you will need to retake that test in another form.

9. The course is completed when you score an 80 percent or better on each of your required tests. The final grade is determined by the following:

"A" - Average of 90% - 100% on the tests
"B" - Average of 80% - 89% on the tests
"IP" - Completed at least 4 of your required units with an 80% or better on each unit and maintained an 80% attendance record. (This includes all absences)
"F" - Did not complete 4 of your required units or did not maintain an 80% attendance record.

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0025 Basic Algebra II

Text: Intermediate Algebra

The work text selected for this course uses a format that is self-paced. It allows you to work and proceed at your own rate. The text is supplemented with audio and video cassettes to use if you choose.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any question no matter how small you feel it is.

Material to be covered on each test:

Test	Material Covered
1	Unit 1
2	Unit 2
3	Unit 3 (skip 3.4, 3.5, 3.6, 3.7, 3.8)
4	Unit 4 (Skip 4.7)
5	Handout
6	Handout
7	Handout
8	Unit 9 (skip 9.5)
9	Unit 10

BEST COPY AVAILABLE

GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.

2. "Test or Reveiw" exercises (with work shown) must be completed and turned in before taking each unit test. These exercises are found at the end of every unit.

3. Students are not permitted to use calculators on tests.

4. All tests must be taken at the designated table.

5. Test must be taken during your class time. No tests will be handed out after the first 10 minutes of class.

6. Students must receive an 80 percent or better on each test before moving on to the next unit.

7. Extension Exercises will be assigned if you score below 80 percent on a test.

8. If you score below an 80 percent on a test you will need to retake that test another form.

9. The course is completed when you score an 80 percent or better on each of your required tests. The final grade is determined by the following:

   "A" - Average of 90% - 100% on the tests
   "B" - Average of 80% - 89% on the tests
   "IP" - Completed at least 5 of your required units with an 80% or better on each unit and maintained an 80% attendance record (This includes all absences)
   "F" - Did not complete 5 of your required units or did not maintain an 80% attendance record.

10. Post tests will be given after you complete the course. The results will be sent to your coordinator and will not affect your grade in this course.

BASIC GEOMETRY

Text: NUMBER POWER

The text book selected for this course is designed with a format that is a self-paced work text. It allows you to work and proceed at your own rate.

The first part of the book, BUILDING NUMBER POWER, provides step-by-step instruction in the fundamentals of geometry. This part is divided into four chapters. Each chapter begins with a skills inventory to help identify geometric skills you need work on. Each chapter ends with a final skills inventory to check your progress on newly acquired skills.

The second part of the book, USING NUMBER POWER, will give you a chance to apply geometric skills in more detail. These applications are fun and are examples of the use of geometry in everyday life.

To get the most out of your work, do each problem carefully and check each answer to make sure you are working accurately.

Your instructor is here to assist and teach when you ask. Please do not hesitate to ask any question no matter how small you feel it is.

GENERAL CLASS PROCEDURES AND POLICIES

1. Students must sign the attendance sheet at every class meeting during the first 10 minutes of class.
2. "Final Skills Inventory" at the end of the unit, (with work shown) must be completed and turned in before taking each unit test.
3. Students are not permitted to use calculators on tests.
4. Students will need a protractor and will be expected to know the formulas given in the book.
5. All tests must be taken at the designated table.
6. Test must be taken during your class time. No tests will be handed out after the first 10 minutes of class.
7. Students must receive an 80 percent or better on each unit test before moving on to the next unit.
8. "Inventory" at beginning of unit, will be assigned if you score below 80 percent on a unit test.

9. If you score below an 80 percent on a unit test, you will need to retake that test using another form.

10. The final grade is determined by the following:

"A" - Average of 90% - 100% on the unit tests
"B" - Average of 80% - 89% on the unit tests
"IP" - Completed at least 3 of your required units with an 80% or better on each unit and maintained an 80% attendance record.
"F" - Did not complete at least 3 of your required units or did not maintain an 80% attendance record.

DE-- 4-2-84

Attachment A1-HT

Cincinnati Technical College

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Health Technologies Division
Pre-Technical Conditional Acceptance

Student's Name	SS#	Program	Date

Student's Address	Telephone #

You are being conditionally accepted into the _____ program through a pre-technical program offered to assist you in developing the minimum entry-level competencies required to pursue the regular technical program. It is important for you to clearly understand the following:

Such a program will usually result in the total length of your program to complete the associate degree becoming longer than two years and possibly up to three years or more. The exact length of the program will depend on your rate of progress through the pre-technical courses and on the availability of an appropriate sequence of technical courses when you have completed the pre-technical sequence.

You must successfully complete the attached pre-technical program in no more than 3 terms for a full-time student. Completion of the program will be demonstrated by successfully completing courses 0001, 0002, 0003, 0013, 0024, 0030, 1150, and 2200.

If you do not successfully complete the pre-technical program by the end of the 3 terms for a full-time student, you will not have met the conditions of your acceptance and you will not be eligible for entrance into a full schedule of technical courses. Your acceptance will be withdrawn at this time.

The Pre-technical Advisor will be responsible for assisting you with registration and providing you with academic advising.

Coordinator/Advisor's Signature	Date

I have read the following and understand the conditions under which I am being accepted.

Student's Signature	Date

White Copy - - - - Student's File
Yellow Copy - - - DE Office
Pink Copy - - - - Coordinator/Advisor
Goldenrod copy - - Student

Attachment A2-BU

Cincinnati Technical College

****

Business Technologies Division
Pre-technical Conditional Acceptance

Student's Name	SS#	Program	Date

Student's Address	Telephone #

You are being conditionally accepted into the _____program through a pre-technical program offered to assist you in developing the minimum entry-level competencies required to pursue the regular technical program. It is important for you to clearly understand the following:

1. Such a program will usually result in the total length of your program to complete the associate degree becoming longer than two years and possibly up to three years or more. The exact length of the program will depend on your rate of progress through the pre-technical courses and on the availability of an appropriate sequence of technical courses when you have completed the pre-technical sequence.

2. You must successfully complete the attached pre-technical program in no more than 3 terms for a full-time student. Completion of the program will be demonstrated by sucessfully completing courses 0001, 0002, 0003, 0013, 0024 and 1120.

3. If you do not successfully complete the pre-technical program by the end of 3 terms for a full-time student, you will not have met conditions of your acceptance and you will not be eligible for entrance into a full schedule of technical courses. Your acceptance will be withdrawn at this time.

4. The Pre-Technical Advisor will be responsible for assisting you with registration and providing you with academic advising.

Coordinator/Advisor's Signature	Date

I have read the following and understand the conditions under which I am being accepted.

Student's Signature	Date

White copy - - - - Student's file
Yellow copy - - - DE office
Pink copy - - - - Coordinator/Advisor
Goldenrod copy - - Student

Attachment A3-EN/BS

Cincinnati Technical College

****

Engineering/Physical Science Technologies Division
Pre-Technical Conditional Acceptance

Student's Name	SS#	Program	Date

Student's Address	Telephone #

You are being conditionally accepted into the _____ program through a pre-technical program offered to assist you in developing the minimum entry-level competencies required to pursue the regular program. It is important for you to clearly understand the following:

Such a program will usually result in the total length of your program to complete the associate degree becoming longer than two years and possibly up to three years or more. The exact length of the program will depend on your rate of progress through the pre-technical courses and on the availability of an appropriate sequence of technical courses when you have completed the pre-technical sequence.

You must successfully complete the attached pre-technical program in no more than 3 terms for a full-time student. Completion of the program will be demonstrated by successfully completing courses 0001, 0002, 0003, 0013, 0024, 1170, and 2270.

If you do not successfully complete the pre-technical program by the end of 3 terms for a full-time student, you will not have met the conditions of your acceptance and you will not be eligible for entrance into a full schedule of technical courses. Your acceptance will be withdrawn at this time.

The Pre-Technical Advisor will be responsible for assisting you with registration and providing you with academic advising.

Coordinator/Advisor's Signature	Date

I have read the following and understand the conditions under which I am being accepted.

Student's Signature	Date

White copy - - - - Student's file
Yellow copy - - - DE Office
Pink copy - - - - Coordinator/Advisor
Goldenrod copy - - Student

ATTACHMENT B

Name _____ Referred for testing by:

Address _____ Coordinator _____
Or
City _____ State _____ Zip _____ Counselor _____

_____ Date _____ Program _____

this the first time you have taken DE Placement Tests at CTC? Yes _____ No _____ (Check One.)

STS RESULTS	COURSE RECOMMENDED	ENTER LEVEL	EXIT LEVEL
READING	_____ Adult Basic Ed. (See attached)		B A
	_____ 0010 College Read I	7.0 - 7.9	9.0 - 9.5
	_____ 0011 College Read 2	8.0 - 8.0	10.0 - 10.5
	_____ 0012 Technical Read 1	9.0 - 9.9	11.0 - 11.5
	_____ 0013 Technical Read 2	10.0 -10.9	12.0 - 12.5
_____ Grade Level	_____ Above 11.5 Reading not Recommended		
MATH			
	_____ 0020 Basic Math		
	_____ 0024 Basic Algebra		
_____	_____ 1120 Intro to Business Math	_____ 1121 Business Mathematics	
Score	_____ 1150 Intro to Health Math		
	_____ 1170 Intro to Technical Math	_____ 1171 Technical Mathematics	
GRAMMAR			
	_____ 0001 English Grammar		
	_____ 0003 Basic Writing		
	_____ 1001 English Composition I		
_____ Score	_____ 1002 English Composition II		
SPELLING			
	_____ 0002 College Spelling		
	_____ Not Required		
_____ Score			

ADDITIONAL DEVELOPMENTAL EDUCATION COURSES

_____ 0014 College Study Skills
_____ 0030 Basic Concepts Biology
_____ 0036 Basic Concepts Medical Terminology
_____ 0042 Interpersonal Skills

Copies to:

White - Coordinator
Yellow - Student
Pink - Developmental Education
Gold - Student Records

Attachment C1-HT

CINCINNATI TECHNICAL COLLEGE

HEALTH TECHNOLOGIES DIVISION

PRE-TECHNICAL CURRICULUM

A program developed in conjuction with Developmental Education for students accepted conditionally.

Term-1

*00--	Reading Skills	3/2/4
0042	Interpersonal Skills	3/2/4
*00--	Developmental Math	3/2/4
*000-	Grammar or Writing	3/2/4
0051	Health Pre-Technical Orientation I	1/0/1

TOTAL 17 Credits

Term 2

0030	Basic Concepts Biology	3/2/4
*00--	Reading Skills	3/2/4
*0024	Basic Algebra	3/2/4
*000-	Grammar or Writing or Spelling	3/2/4

TOTAL 17 Credits

Term 3

0014	College Study Skills	3/2/4
1150	Health Math	3/2/4
*000-	Grammar or Writing or Spelling	3/2/4
2200	Basic Chemistry	3/2/4

TOTAL 16 Credits

*Sequence of courses needed will be determined by the results of the Developmental Education Placement Tests.

**A student opting for MLT, RT, or a DT program may be required to take Math 0025.

Attachment C2-BU

CINCINNATI TECHNICAL COLLEGE

BUSINESS TECHNOLOGIES DIVISION
PRE-TECHNICAL CURRICULUM

A program developed in conjunction with Developmental Education for students accepted conditionally.

Term 1

*00--	Reading Skills	3/2/4	
0042	Interpersonal Skills	3/2/4	
*00--	Developmental Math	3/2/4	
*000-	Grammar or Writing	3/2/4	
0050	Business Pre-Technical Orientation	1/0/1	
			TOTAL 17 Credits

Term 2

*00--	Reading Skills	3/2/4	
*00--	Developmental Math	3/2/4	
*000	Grammar or Writing or Spelling	3/2/4	
3001	Typing I	3/0/3	
			TOTAL 15 Credits

Term 3

0014	College Study Skills	3/2/4	
1120	Business Math	3/2/4	
00--	Reading Skills	3/2/4	
*000-	Grammar or Writing or Spelling	3/2/4	
			TOTAL 16 Credits

*Sequence of courses needed will be determined by the results of the Developmental Education Placement Tests.

Attachment C3-EN/PS

CINCINNATI TECHNICAL COLLEGE

ENGINEERING/PHYSICAL SCIENCE TECHNOLOGIES DIVISION

PRE-TECHNICAL CURRICULUM

A program developed in conjuction with Developmental Education for students accepted conditionally.

Term 1

*00--	Reading Skills	3/2/4	
0042	Interpersonal Skills	3/2/4	
*00--	Developmental Math	3/2/4	
*000-	Grammar or Writing	3/2/4	
0055	Engineering/Physical Science Pre-Technical Orientation I	1/0/1	TOTAL CREDITS 15

Term 2

*00--	Reading Skills	3/2/4	
0024	Basic Algebra	3/2/4	
*000-	Grammar or Writing or Spelling	3/2/4	
2270	Intro to Physics	2/3/3	
			TOTAL CREDITS 15

Term 3

0014	College Study Skills	3/2/4	
1170	Engineering Math	3/2/4	
*000-	Grammar or Writing or Spelling	3/2/4	
**70--	Engineering Drawing I	2/4/3	
			TOTAL CREDITS 15

*Sequence of courses needed will be determined by the results of the Developmental Education Placement Tests.

**Sequence of courses needed will be determined by the technology chosen.

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Director of Developmental Education

REPORTS TO: Dean of Health Technologies

POSITIONS SUPERVISED: Developmental Education Staff
Student Tutorial Staff

BROAD FUNCTION:

Coordinate existing Developmental Education programs and establish additional developmental programs as appropriate for the needs of the student population.

RESPONSIBILITIES AND DUTIES:

1. Maintain and improve the Developmental Education program.
2. Identify, through appropriate procedures, the students who may be included in the Developmental Education program(s).
3. Discuss with staff and students the planning of appropriate programs for skills development and the assessment of student progress.
4. Work with the Dean to devise applicable schedules for effecting special programs.
5. Maintain and expand an inventory of existing and needed materials for Developmental Education in collaboration with the Director of Learning Resource Center.
6. Plan, collect and analyze program data in conjunction with appropriate offices.
7. Coordinate Developmental Education staff in the Learning Resource Center.
8. Work with faculty in utilization of available materials.
9. Provide a program for orientation of students in Developmental Education.
10. Organize and coordinate a comprehensive tutorial service.
11. Refer students with special needs/problems -- physical, psychological, economic -- to Student Support Services personnel and work in cooperation to alleviate those problems.
12. Construct the Developmental Education budget in collaboration with the Dean.

13. Establish evaluation procedures for the Developmental Education Program.

14. Instruct up to 4 class sections per year.

15. Other duties as assigned.

RELATIONSHIPS AND CONTACTS

Internal

Contact with Faculty, Administrators, Division Deans, Learning Resource Center Director and personnel and students.

External

Developmental Education Organizations community agencies; Developmental Education staff at other institutions.

SPECIFICATIONS

Education

Master's Degree in education, with specialization in adult/developmental education at the Post-Secondary or Secondary level, or individualized studies, or equivalent. Prefer master's degree as described above plus baccalaureate in communication skills of mathematics and sciences.

Experience

Minimun of three years previous experience in Post-Secondary Developmental Education involving economically disadvantaged students including one year in administration of such programs. Prefer experience as described above plus experience in business on industry.

Desirable Personal Characteristics

Ability to communicate effectively and relate actively with students and faculty. Ability to creatively assess and develop programs to meet Developmental Educational needs. Ability to supervise and administer an effective program.

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Developmental Education Specialist - Reading

REPORTS TO: Director of Developmental Education

POSITIONS SUPERVISED: None

BROAD FUNCTION

Instruction in existing Reading courses and development of additional instructional programs as the needs of the students indicate. Coordination of Developmental Education Reading Instructors and courses.

RESPONSIBILITIES AND DUTIES

1. Developmental Education instruction as specified in the college workload guidelines.
2. Establish annual goals relevant to instructional duties, and consistent with the goals of the department and the college.
3. Will assist in planning and implementing curriculum development, evaluating programs, staff and students, in materials selection.
4. Design and use diagnostic tests and be able to expertly interpret the result obtained, and be able to diagnose accurately the areas of deficiency and prescribe proper methods of instruction.
5. Have a working knowledge of the skills involved in Reading from the most elementary to the most sophisticated, and be able to relate those skills to technical application.
6. Be prepared to use a variety of strategies in teaching.
7. Familiar with and able to implement multi-media instruction.
8. Plan, collect, and analyze program data in conjunction with Management Information Service.
9. Coordination of Developmental Education Reading Instructors.
10. Provide technically relevant laboratory experiences when mandated by curriculum as well as the acquisition, maintenance, and the organization of said laboratory equipment.
11. Provide student academic service and counseling and refer to the Department of Student Services counseling problems within the scope of responsibilities of that department.
12. Maintain the required records, evaluate student progress and provide the required reports.

RESPONSIBILITES AND DUTIES (cont'd.)

13. Keep abreast of the developments in relevant technology areas and technical education and relate same to teaching responsibilities.

14. Assist in the registration process.

15. Assume other duties as assigned.

SPECIFICATIONS

Education

Bachelor's Degree with Reading required, Master's preferred, and with special training in individualized instruction and/or Developmental Education.

Experience

Three years secondary or post-secondary teaching experience required, with one year in Development/Remedial Education or a similar area. Prefer experience in coordination of courses and instructors, and technical work experience.

RELATIONSHIPS AND CONTACTS

Internal

Division deans, administrative staff, faculty, and students

External

Developmental Education organizations and staff at other institutions: community agencies; government agencies; general public.

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Developmental Education Specialist - English

REPORTS TO: Director of Developmental Education

POSITIONS SUPERVISED: None

BROAD FUNCTION

Instruction in existing English courses and development of additional instructional programs as the needs of the students indicate. Coordination of Developmental Education English Instructors and courses.

RESPONSIBILITIES AND DUTIES

1. Developmental Education instruction as specified in the college workload guidelines.

2. Establish annual goals relevant to instructional duties, and consistent with the goals of the department and the college

3. Will assist in planning and implementing curriculum development, evaluating programs, staff and students in materials selection.

4. Design and use diagnostic tests and be able to expertly interpret the result obtained, and be able to diagnose accurately the areas of deficiency and prescribe proper methods of instruction.

5. Have a working knowledge of the skills involved in English from the most elementary to the most sophisticated, and be able to relate those skills to technical application.

6. Be prepared to use a variety of strategies in teaching.

7. Familiar with and able to implement multi-media instruction.

8. Plan, collect, and analyze program data in conjunction with Management Information Service.

9. Coordination of Developmental Educatic English Instructors.

10. Provide technically relevant laboratory experiences when mandated by curriculum as well as the acquisition, maintenance, and the organization of said laboratory equipment.

11. Provide student academic service and counseling and refer to the Department of Student Services counseling problems within the scope of responsibilities of that department.

12. Maintain the required records, evaluate student progress and provide the required reports.

RESPONSIBILITIES AND DUTIES (cont'd.)

13. Keep abreast of the developments in relevant technology areas and technical education and relate same to teaching responsibilities.

14. Assist in the registration process.

15. Assume other duties as assigned.

SPECIFICATIONS

Education

Bachelor's Degree with English required, Master's preferred, and with special training in individualized instruction and/or Developmental Education.

Experience

Three years secondary or post-secondary teaching experience required, with one year in Developmental/Remedial Education or a similar area. Prefer experience in coordination of courses and instructors, and technicalwork experience.

RELATIONSHIPS AND CONTACTS

Internal

Division deans, administrative staff, faculty, and students

External

Developmental Education organizations and staff at other institutions; community agencies; government agencies; general public.

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Developmental Education Specialist - Mathematics/Science

REPORTS TO: Director of Developmental Education

POSITIONS SUPERVISED: None

BROAD FUNCTION

Instruction in existing Mathematics/Science courses and development of additional instructional programs as the needs of the students indicate. Coordination of Developmental Education Math/Science Instructors and courses.

RESPONSIBILITIES AND DUTIES

1. Developmental Education instruction as specified in the college workload guidelines.

2. Establish annual goals relevant to instructional duties, and consistent with the goals of the department and the college.

3. Will assist in planning and implementing curriculum development, evaluating programs, staff and students, in materials selection.

4. Design and use diagnostic tests and be able to expertly interpret the result obtained, and be able to diagnose accurately the areas of deficiency and prescribe proper methods of instruction.

5. Have a working knowledge of the skills involved in Mathematics and Science from the most elementary to the most sophisticated, and be able to relate those skills to technical application.

6. Be prepared to use a variety of strategies in teaching.

7. Familiar with and able to implement multi-media instruction.

8. Plan, collect, and analyze program data in conjunction with Management Information Service.

9. Coordination of Developmental Education Math/Science Instructors.

10. Provide technically relevant laboratory experiences when mandated by curriculum as well as the acquisition, maintenance, and the organization of said laboratory equipment.

11. Provide student academic service and counseling and refer to the Department of Student Services counseling problems within the scope of responsibilities of that department.

12. Maintain the required records, evaluate student progress and provide the required reports.

RESPONSIBILITIES AND DUTIES (cont'd.)

13. Keep abreast of the developments in relevant technology areas and technical education and relate same to teaching responsibilities.

14. Assist in the registration process.

15. Assume other duties as assigned.

SPECIFICATIONS

Education

Bachelor's Degree with Math/Science required, Master's preferred, and with special training in individualized instruction and/or Developmental Education. Science area concentrations must be in Biology and Chemistry.

Experience

Three years secondary or post-secondary teaching experience required, with one year in Development/Remedial Education or a similar area. Prefer experience in coordination of courses and instructors, and technical work experience.

RELATIONSHIPS AND CONTACTS

Internal

Division deans, administrative staff, faculty, and students

External

Developmental Education organizations and staff at other institutions; community agencies; government agencies; general public.

1/84

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Para-Professional in Developmental Education

REPORTS TO: Director of Developmental Education

POSITIONS SUPERVISED: NONE

BROAD FUNCTION

Assists in the teaching-learning process under the supervision and guidance of a Developmental Education Specialist or another professional.

RESPONSIBILITIES AND DUTIES

1. Coordinate a comprehensive tutorial service.
2. Monitor and supervises the computer assisted instruction program.
3. Will understand that his role is supportive (not leadership) of the program.
4. Administer standardized and informal diagnostic tests, grade tests, compile weaknesses as revealed by errors on tests.
5. Distribute practice exercises for reinforcement of skills introduced and developed by the instructors.
6. Provide individual assistance to students who need clarification of directions and other similar types of assistance as they work.
7. Monitors or supervises students engaged in an activity initiated by the instructor.
8. Assists in monitoring test activities, and assists with the mechanics of scoring and recording.
9. Accepts responsibility for demonstrating proper use, care and storage of hard and software in the learning labs and classroom.
10. Maintains strict confidentially.
11. Other duties as assigned.

SPECIFICATIONS

Education

Two-year Associate Degree.

Experience

Two-years successful work experience. Must have experience operating micro-computers.

SPECIFICATIONS (con't.)

Desirable Personal Characteristics

Dependability, neatness, desire to help others. Must be highly motivated.

SPECIAL CONDITIONS OR SKILLS

Ability to identify student needs. Initiative in approaches to assisting students.

CINCINNATI TECHNICAL COLLEGE

POSITION DESCRIPTION

POSITION TITLE: Clerical Assistant

REPORTS TO: Director of Developmental Education

POSITIONS SUPERVISED: None

BOARD FUNCTION

Perform clerical and receptionist duties and specific duties as described below.

RESPONSIBILITIES AND DUTIES

1. Perform typing and filing duties as required.
2. Perform record-keeping duties for the office of Developmental Education.
3. Serve as receptionist for the offices involved: answer telephones, take messages, transfer calls, greet visitors, provide information, schedule appointments, etc.
4. Checkout instructional materials.
5. Checkout audio hardware.
6. Monitor work study students.
7. Other duties as assigned.

RELATIONSHIPS AND CONTACTS

Internal

Frequent contact with administrators, faculty and staff.

External

Limited contact with visitors

SPECIFICATIONS

Education

High school diploma, one year of specialized training in clerical or secretarial skills or equivalent.

SPECIFICATIONS (cont'd.)

Desirable Personal Characteristics

Ability to work accurately and efficiently with detail; ability to organize materials and maintain organization. Ability to deal with people in a friendly, helpful and tactful manner.

Special Skills

Typing speed of at least 50 wpm with no more than 2-3 errors. Record-keeping and filing skills.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JAN 4 1985